

# The Role of Supervision and Moral Aspect towards Performance: an Evaluation of Physical Education Teachers in Indonesia

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## 2 The Role of Supervision and Moral Aspect towards Performance: an Evaluation of Physical Education Teachers in Indonesia

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### 2 Abstract

This study raises the question of whether supervision and one's moral spirit affects the performance of elementary school teachers more so in physical education elementary classes. A survey was conducted on 100 Physical Education teachers and based on the analysis of their responses: the supervision and morale implementation variables have a significant influence on teacher performance; the supervision variable separately has no significant influence on teacher performance; and the supervision implementation variable separately has a significant influence on teacher performance of elementary school teachers. The study was conducted one of the districts of South Kalimantan Province in Indonesia. Depending on the findings, it is suggested that the supervision of teachers needs to be changed to be a more interpersonal approach. Because could help in the improvement of their moral standing which in turn can boost their performances.

**Keywords:** working spirit, teacher, supervision, sports education, elementary schools and moral for workers

### 1. Introduction

Known to be a city of education in Indonesia, Banjarbaru city feels the need to keep up with education development trends; maintaining and improving the quality of what has been achieved from aspects like education facilities and teachers to the various regulations that support it. Teachers being an important part of the education process need more attention, not just about their welfare, but their performance as well. So far Banjarbaru city government has provided funding for the for the School Operational Cost (BOC) initiative which aims to improve the quality of education. Although the number of teachers is still not optimal this fact can not obscure that the issue of teacher performance, which remains important. The performance of teachers in primary schools is determined by many things, including supervision and morale.

Supervision by the principal and the academic process in a school, among other things determines achievements of a school. For teachers, it is vital in supporting their performance in carrying out their duties and for improving teachers' professionalism. In this study, the concept of supervision focuses on academics in light of other aspects like competence and performance in the learning process.

Leniwati and Yasir Arafat (2017) conducted research on academic supervision and its influence on the performance of teachers in Sembawa, Banyuasin, Palembang. Their findings indicate teachers' positive response to supervision by the principle and improvement in performance. Siti Aisyah (2012) examined the relationship between morale and teacher performance in Rambipuji, Lumajang and her results show that the relationship between morale and teacher performance has a positive correlation. This study also concurs that a high morale in teachers' work is followed by their high performance, thus supervision and morale have an influence on teacher performance.

The purpose of this study is to determine the influence of academic supervision on teacher performance and understanding the influence of morale at work on teacher performance in elementary school teachers of Banjarbaru City

## 2. Literature Review

### Implementation of Supervision

Supervision consists of two words "super" and "vision", interpreted as looking from above (Suharsimi (2004)). It is in this study supervision will refer to supervising teacher's work. In the educational context, educational supervision includes stimulating, revising educational goals, instructional materials, methods, and evaluation of teaching (Sahertian 2000). Supervision as an attempt to improve teaching, stimulating teacher growth and development, and revising educational goals, teaching materials and methods as well as teaching evaluation (Sahertian (2000)). Ngalm Purwanto (2009) defines supervision as a planned coaching activity to assist teachers and other school staff in performing their work effectively. Suharsimi (2004) classified the scope of supervision as follows: academic supervision is a supervision that focuses on the observation of academic problems, which are directly within the scope of learning activities undertaken by teachers to help students while in the learning process; administrative supervision is the supervision that focuses on the observation of administrative aspects that serve as a support to the implementation of learning; and supervision of the institution is the supervision of the observations on the aspects that are in school. Institutional supervision aims to improve the reputation or performance of the school as a whole.

The scope of supervision according to Purwanto (2008) is classified into: general supervision of office activities like office administration, supervision of school financial management or education office etc. Supervision of teaching aimed at improving conditions both personal and material that enable the creation of better teaching and learning situation, for the achievement of educational goals.

In the Ministry of National Education Regulation Number 13 of Year 2007 regarding Principal Standards, the scope of educational supervision is as follows:

**Managerial Supervision.** Managerial supervision is the task and authority of school supervisors. The essence of monitoring activities, assessment and guidance of the principals and all other school elements in managing, administering and implementing all school activities so that the school can run effectively and efficiently in order to achieve the school goals and meet the national education standards. Managerial supervision emphasizes observation in the aspects of school management and administration that serve as a support in the implementation of learning.

**Academic supervision.** Academic supervision is the task of the principal and the school supervisor. Its essence is related to the principal's duties as supervisors to foster teachers' improvement in the quality of their work. Academic supervision focuses on the observation of academic activities that include learning both inside and outside the classroom.

The type of educational supervision focused in this study is academic supervision, as it relates to teacher performance. Suharsimi Arikunto (2004) notes that academic supervision focuses on the observation of academic problems, which are directly within the scope of learning activities undertaken by teachers to help students while in the process of teaching and learning. Sayiful Sagala (2012) provides a deeper understanding by stating that academic supervision is the support and service provided by the teachers to foster teachers' creativity, together with how to do the selection and revision of educational goals, teaching materials, teaching models and methods, and teaching

evaluation to improve the quality of teaching, education, and curriculum in the development of good teaching learning in order to obtain better results.

According to Suharsimi (2004), the general objective of supervision is to provide technical assistance and guidance to teachers (and other school staff) so that they can improve the quality of their performance, especially in carrying out the task of implementing the learning process. Sergiovanni (Lantip Diat Prasajo and Sudiyono, 2011) explain the purpose of academic supervision as: (a) To help teachers develop their competence, (b) Develop curriculum, and (c) develop teacher working groups, and guide classroom action research.

Meanwhile, according to Suryosubroto (2002), academic supervision targets include learning objectives, empowering professional accountability of teachers reflected in learning activities planning abilities, conducting learning activities, assessing the learning process and outcomes, utilizing assessment results for improving learning services, providing appropriate feedback, providing regular and continuous learning to learners, serving learners with learning difficulties, creating an interesting learning environment, developing and utilizing learning aids and media, making use of available learning resources, developing learning interactions (strategies, methods, and techniques), carrying out practical research for learning improvements.

In the implementation of academic supervision activities directed at coaching and development aspects related to the learning process. The teacher is a component that is directly involved and responsible for the learning process in a classroom, so he becomes the main focus or target of academic supervision. The Directorate of Education Personnel of the Ministry of National Education (2010) states that the main objectives of academic supervision are teachers' skills in planning learning activities, carrying out learning activities, assessing learning outcomes, utilizing assessment results for improving learning services, creating a fun learning environment, making use of available learning resources, and developing appropriate learning interactions (strategies, methods, techniques).

### 3. Moral Spirit at Work

At both individual and an organizational level, morale is essential. A person can get his work spirit high at work, on the contrary, an individual can experience an unfavorable morale. The spirit of work is the attitude of the individual or a group of people to volunteer to cooperate in order to devote their ability thoroughly (Pariata Westra, 1980). According to Niti Semito (1991) the spirit of work is to do the job more actively so that the work is faster and better, while according to Moekijat (1995), morale is the ability of a group of people to cooperate diligently and consequently in achieving common goals. More to that, Hasibuan (2009) notes that the spirit of work is the desire and sincerity of a person in doing his job well and disciplined to achieve maximum work performance.

According to Nitisemito cited by Ahmad Tohardi (2002) there are several factors that can be used as indicators of low morale. Of course the opposite situation becomes an indicator of good morale. These indicators are:

Rise in productivity; Employee productivity in an organization can be an indication of their morale. Increased productivity indicates good morale, on the other hand if productivity is down, then the spirit of work is most likely not good.

Attendance level. A high level of absenteeism is also an indication of a decline in employee morale. Therefore, if there are symptoms of absenteeism, research should be done immediately. In general, when morale goes down, workers tend to be lazy to come every working day.



Labor turnover (displacement rate). If in an enterprise the level of employee turnover rises from the previous level, it is also an indication of a decline in morale. Increased employee turnover is mainly due to their displeasure at working for the company.

High degree of damage. Another indication that shows the decline in employee morale is the level of damage to raw materials, or equipment used. Increases in the level of damage actually shows that attention to work is reduced, there is negligence with work, and so on.

Anxiety everywhere. This happens when the morale of work descends, anxiety can manifest in the form of undone work, complaints, and other things.

Claims often occur. Frequent demands are also an indication of a downward morale. Such demands are actually a manifestation of dissatisfaction.

Strikes are a manifestation of dissatisfaction, anxiety and a deep sense of disappointment and so on. Unsuccessful claims and demands may eventually deteriorate into massive strikes.

Zainun (1991) notes several factors that lead to the emergence of morale. These factors include: (a) A harmonious relationship between the leadership and the subordinate, especially between daily-work leaders directly related and dealing with subordinates, (b) workers' satisfaction with their tasks and work; when they get to like their job, (c) A friendly working with other members of the organization (d) a sense of achievement of organizational goals that are also their common goals that must be realized jointly (e) an adequate level of economic satisfaction and other valuable satisfaction, (f) The existence of peace of mind, assurance of certainty and protection from everything that may endanger their career along the way.

According to Nawawi (2003), the factors that affect morale are: (a) a person's interest to work. A person who is interested in his work has high morale, (b) Salary factor or a high wage will increase one's work morale, (c) Job social status. Jobs that have high social status and high position can be a determining factor of increasing morale, (d) Work atmosphere and relationships in work. Acceptance and rewards can increase morale, and (e) work goals. Noble goals can encourage one's work moral.

Moral at work is also described as: (1) job satisfaction, that is pleasure, wages, duties, cooperation and working conditions, (2) involvement in work characterized by presence, productivity, and (3) organizational commitment characterized by craft tailor made activities for pleasing customers (Newstroom & Davis, 1999).

#### 4. Performance of Physical Education Teachers

Performance<sup>17</sup> been defined as the ability to work (Poerwadarminta, 2002). Hasibuan (2001) defines performance or work performance as work achieved by a person in carrying out tasks assigned based on one's skills, experience, sincerity and time. David, et al in Muh. Ahyat (2002), revealed that to be able to know the level of qualification of performance of teacher and his behavior one must cover three aspects of teaching implementation, which are: planning or preparing the activity of classroom, managing, organizing and also control to students' attitude in the learning process, as well as providing student guidance. The teaching and learning process essentially involves two activities, namely the learning activity and the teaching activity where each activity has a different meaning.

Performance is influenced by several factors, according to Scott A. Snel & Kenneth N. Wexley in Timpe A Dale, (1999), there are 3 interconnected key determinants of

performance in a person's skills, efforts and nature of external circumstances. The elements are as follows:

Level of Skill, which is "raw material" that an employee brings to the workplace: knowledge, skills, interpersonal skills, and technical skills. Employees who do not have the skills necessary to do the job may not be "able" to perform well.

Level of Effort. Efforts can be described as the motivation that employees show to complete a job. Although employees may have the skill level to do a job, they may not work well if there is little effort or no effort at all. The skill level relates to what employees can do, while the level of effort relates to what they "will do".

External conditions. The third key determinant of performance is the degree to which external conditions support employee productivity. Although an employee has the level of skill and effort required to succeed, he may be unsuccessful, this may be the result of a non-supportive condition that is beyond the employee's control. Poor economic circumstances are examples of external conditions that affect performance. Conversely, there are also times when external conditions are very supportive and employees succeed even with low levels of skill and effort. In conclusion, performance depends on the three factors. If one is insufficient or is not supportive, performance is interrupted.

Physical education teachers have a fairly heavy task as they are expected to manage the learning of physical education as effectively as possible. The purpose of physical education should be in accordance with national education objectives. One of the national educational goals as set forth in the 1945 Constitution is to nurture a healthy and physical Indonesian. So physical education as a subject in school is one of the subjects that have a major role of shaping and improving the physical fitness of learners in order to achieve the national education goals.

Davies (1987) notes that four general functions that characterize a teacher: a) planning, ie the work of a teacher to set learning goals, b) organize and connect learning resources so as to achieve learning goals in the most effective, efficient, and economical way possible, c) leading, to motivate, encourage, and stimulate students, so that they are ready to realize the learning objectives and d) supervise, ie to determine whether the organizing and leading as mentioned above has been successful in realizing the goals formulated. Thus if the goal can not be realized, then the teacher must assess and rearrange the situation and change the goal.

The ability of a teacher is mentioned in the government regulation No. 19 of 2005 on National Education Standards article 28 paragraph 3 which reads: Competence as an agent of learning at the level of primary and secondary education and education in early childhood include:

Paedagogic competence that involves the ability to manage learning; understanding of learners, design and implementation of learning, evaluation of learning outcomes, and development of learners to actualize various potentials. This paedagogic competence relates to activities in classroom teaching and learning ranging from making learning scenarios choosing methods, media, and evaluation tools for students, after all in the teaching and learning process most of learners achieve results largely determined by role of teacher. Creative and intelligent teachers are able to create an effective and efficient learning environment.

Personality competence. A teacher requires a unique personality which includes the ability to be holistically stable, mature, wise, honest and authoritative to serve as an example of noble morals for learners. A teacher must have multiple roles. These roles are manifested in accordance with the situation and conditions encountered. In certain circumstances, teachers sometimes have to empathize with their students or have to be

critical. With empathizing the teacher must patiently face the wishes of his students as well as protecting and serving students, but on the other hand the teacher must also be assertive if any student does wrong.

Professional competence. The teaching profession requires a particular skill and is usually proven by formal certification from a teacher training institutionsocial competence.

Social competence is related to the ability of self in facing others. In Government Regulation N<sup>11</sup> 19 of 2005 on National Education Standards explained social compensation is the ability of educators as part of the community to communicate and get along effectively with learners, fellow educators, education personnel, parents of participants of education, and the surrounding community.

## 5. Methodology

This study is correlational that seeks to analyze and explain whether there is a relationship between the variables studied based on the coefficient of kolerasinya. With this research alain is quantitative research. This study aims to determine the relationship between the implementation of supervision and performance of elementary school teachers in the city of Banjarbaru. With quantitative research, this research uses a lot of numbers, starting data collection, data analysis and results (Arikunto, 2002: 10). Quantitative approach, which is intended to test the influence between the variables of supervision implementation and work motivation on teacher performance.

Variables proposed in this research are supervision, morale and performance. Supervision in this study based on academic supervision more relevant to the performance of teachers, while the performance of teachers who base the existence of four competencies must be more relevant using paedagogik competence that is closely related to academic supervision. The next variable is the spirit of work that tries to propose some indicators according to some opinions already proposed in the literature review. The variables of supervision and morale as independent variables (independent / X) while the performance variables as variables affected (dependent / Y).

Supervision and Indicator Variables (X1): Variable Academic Supervision by proposing the following indicators:

- Pre supervision- Planning of learning activities
- Implementation of supervision- Direct supervision and indirect supervision
- Results- Utilization of assessment results for improvement of learning service, creation creates a fun learning environment, and use of available learning resources

The Morale Variables and Indicators (X2): The morale variable propose several indicators, namely:

- Job satisfaction, that is pleasure, wages, duties, cooperation and working conditions.
- Engagement in work characterized by presence, long working, productive.
- Organizational commitment that is characterized by craft, adjusting to the company, pleasing the customer

Teacher Performance Variables and Indicators (Y): Teacher performance variables propose several indicators, namely:

- Plan, ie the work of a teacher to set learning goals.

- **Organize**, ie organize and connect learning resources to realize learning objectives.
- Lead, motivating, encouraging, and stimulating students.
- watching, that is organizing and leading the above has been successful in realizing the goals that have been formulated.

#### Data

The population in this study are all physical education teachers of the State Elementary School in Banjarbaru City South Kalimantan who are permanent teachers of Civil Servants (PNS) with the number of 109 people and a sample of 100 people is enough to represent the entire sample.

The instrument of this research is in the form of questionnaire which is used to dig the data because the information to be obtained is related to the supervision, morale and performance as perceived by the teachers of physical education with the lattice as in the following table.

<i>Variables</i>	<i>Sub Variable</i>	<i>Indicator</i>	<i>Number of Questions</i>
<i>Supervision</i>	<i>Planning</i>	<i>Lesson plan</i>	2
		<i>Direct supervision</i>	1
		<i>Indirect supervision</i>	1
		<i>Utilization of assessment results</i>	2
		<i>Creation of learning environment</i>	2
		<i>Utilization of learning resources</i>	2
			<i>Implementation of activities</i>
<i>Spirit at work</i>		<i>happiness</i>	1
		<i>wage</i>	1
		<i>essence of duty</i>	1
		<i>cooperation</i>	1
		<i>working conditions</i>	1
		<i>presence</i>	1
		<i>long time desire</i>	1
		<i>productive</i>	1
		<i>craft</i>	1
		<i>adjust policies</i>	1
		<i>please students</i>	1
			11
<i>Teacher Performance</i>	<i>Results</i>	<i>Planning of learning activities</i>	1
		<i>Material planning</i>	2
		<i>Use of information</i>	1
		<i>Use of method</i>	1



		<i>Use of resources</i>	1
		<i>Lead the students</i>	1
		<i>Set the class</i>	2
		<i>Classroom supervision</i>	1
		<i>Supervision outside the classroom</i>	
<i>Variables</i>			11

Scores in this research were determined by using Likert scale that is a more systematic way to give score on index (Sugiyono, 2005). In response to this likert scale item, respondents were asked to show their preferences by choosing a category rating system that stretched from strongly agree to the lowest which was strongly disagree. Scoring was done by giving the highest score on the strongly agreed and lowest choice for the strongly disagree options. The research instrument before being used in advance were tested on 30 respondents showing that all items were valid and reliable. Data from the results of the research gathered was later on analyzed using quantitative approach that is descriptive and inferential statistic with the help of ANOVA test to know the difference of teacher performance based on working spirit and supervision.

### 3 Data Analysis

In this research data analysis is done by using quantitative approach. Therefore, data analysis methods used are descriptive and inferential statistics. Descriptive statistics are used to describe research variables without drawing generalizations, the data collected is tabulated and descriptive discussions. Descriptive is meant in this research is the number of respondents (people) and the mean (average) of the respondent's answer or percentage. Description of data using an absolute reference assessment or benchmark reference assessment on a scale one to five based on Likert scale. Testing the results by using inferential statistics to explain the relationship between variables used in the study, while the analysis model used is multiple linear regression.

## 6. Results and Discussion

Based on the field study, the following results were obtained:

Table 1. Data Description on Supervision Implementation

Variable	N	Mean	Std. Dev	Minimum	Maximum
Supervision 1	100	4.08	.46	3.00	5.00
Supervision 2	100	3.90	.66	3.00	5.00
Supervision 3	100	4.03	.56	3.00	5.00
Supervision 4	100	4.01	.54	3.00	5.00
Supervision 5	100	4.11	.53	3.00	5.00
Supervision 6	100	4.05	.36	3.00	5.00
Supervision 7	100	4.15	.66	3.00	5.00
Supervision 8	100	4.17	.59	3.00	5.00
Supervision 9	100	4.12	.56	3.00	5.00

Supervision 10	100	4.06	.53	3.00	5.00
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Source: Data processed

The table above describes the results of the research on the supervisory variables in which 10 questions were asked. From these results it is known that in the second question point has an average value of 3.90, close to 4. This can be interpreted that supervisors supervise the teacher planning documents in school. Although everything is close to 4, some have a higher value than others. On the 8th supervision item is 4.15. It also means that the supervisor has attention to the students. Next is the implementation of supervision, the class becomes an important part in academic supervision. In general, the implementation of academic supervision of elementary school teachers in the district studied.

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Table 2. Description of Moral Data

15 Variable	N	Mean	Std. Dev	Minimum	Maximum
Spirit 1	100	3.94	.45	3.00	5.00
Spirit 2	100	3.97	.66	3.00	5.00
Spirit 3	100	3.69	.70	3.00	5.00
Spirit 4	100	3.69	.58	3.00	5.00
Spirit 5	100	3.72	.55	3.00	5.00
Spirit 6	100	3.82	.61	3.00	5.00
Spirit 7	100	3.75	.69	3.00	5.00
Spirit 8	100	3.53	.70	3.00	5.00
Spirit 9	100	3.89	.51	3.00	5.00
Spirit 10	100	3.81	.58	3.00	5.00

Source: Data processed

Table 2 above illustrates that the average respondent's answer to the question of the morale variable with the average 11 questions averages close to 4 (on a scale of 1-5). The lowest score on the 9th and the 9th question item is the 2nd and 1st questions. In general, this data can be said that the morale of teachers in elementary school teachers in Banjarbaru City has a good work spirit. This is characterized by a sense of fun working in school and a sense of sufficient in receiving salary for this. These two dimensions are the most prominent among the other dimensions in morale.

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Table 3. Description of Performance Data

13 Variable	N	Mean	Std. Dev	Minimum	Maximum
Performance 1	100	4.06	.66	3.00	5.00
Performance 2	100	4.20	.62	3.00	5.00
Performance 3	100	4.10	.59	3.00	5.00
Performance 4	100	3.90	.56	3.00	5.00
Performance 5	100	4.02	.59	3.00	5.00
Performance 6	100	3.96	.60	3.00	5.00
Performance 7	100	4.23	.72	3.00	5.00
Performance 8	100	4.25	.58	3.00	5.00
Performance 9	100	3.84	.44	3.00	5.00
Performance 10	100	3.96	.40	3.00	5.00
Performance	100	3.91	.45	2.00	5.00

11					
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Source: Data processed

Table 3. Gives an illustration that the performance of primary school teachers in Banjarbaru is good. This is seen from the average value of respondents data is 4 (and approached). Nevertheless classroom understanding (item 8), attitude of responsibility for student development (item 7) and preparation of learning materials (item 2) have the highest value. While in terms of class supervision has the lowest value than other items. Nevertheless it is still well implemented.

Tabel 4. Model Summary

R	R Square	Adjusted R Square	Standard Error of Estimate
.76	.57	.56	1.02

Source: Data processed

Table 4. Provides an illustration that the influence of supervision and morale variables has an impact of 76% (R value 0.76). The value of 76% can be interpreted that supervision and morale have a strong influence on the performance of primary school teachers in the city of Banjarbaru. Similarly, if observed in the R Square and Adjusted R Square that has an influence of 57% and 56%. There is no difference between R and other R values, so this data is very accurate.

Table 5. Coefficiency Value

	Unstandardized Coefficients		Standardized Coefficients	t	Sig
	B	Std. Error	Beta		
(Constant)	8.52	3.27	.00	2.60	.011
Supervision	.35	.08	.32	4.28	.000
Spirit	.52	.07	.56	7.48	.000

Source: Data processed

Table 5. Gives a picture that together, supervision and morale variables have a significant influence on the performance of primary school teachers in Banjarbaru City (significance value 0.011 below the 0.05 standard). Separately, supervision and morale variables also have a significant influence on the performance of primary school teachers in Banjarbaru City (with each significance value of 0.00 below 0.05). This is reinforced in table 6. ANOVA where the significance value is 0.00 and means each independent variable has an influence on the dependent variable.

Tabel 6. ANOVA

	Sum of Squares	df	Mean Square	F	Sig
Regression	134.08	2	67.04	64.75	.000
Residual	100.43	97	1.04		
Total	234.51	99			

Total					
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Source: Data processed

Thus the equation of the regression model is  $Y = 8,52 + 0,35X_1 + 0,52X_2$ . This means that if the effect of supervision is 57 (R Square value which also applies to morale), it can be predicted that performance will get the effect of  $Y = 8,52 + 0,35(57) + 0,52(0,57) = 58,11$ .

The results of this study strengthen the results of research conducted by Leniwati and Yaser Arafat (2017) and Aisyah (2012). Separately, that supervision has an influence on teacher performance. This is like the findings of Leniwati and Yaser Arafat (2017). While the results of the study concluded that morale has an influence on teacher performance with the findings Siti Aisyah (2012). This research poses a hypothesis of the two variables: supervision and morale have an influence on teacher performance. From the results of research proved that supervision and morale have an influence on the performance of primary school teachers in the new Banjar City. The effect is 76%.

The academic supervision made in this research is well known. The supervisors have done their job well. However, the most prominent thing in the implementation of this supervision is the attention to students and the supervision of the class. Academic supervision focuses on the learning process, so the emphasis on students and the class becomes very important. Processing in learning is students and supported by appropriate classroom management. This will help teachers work better and perform well. Morale teacher teacher working spirit in the city of Banjarbaru is good. They feel good working in the school they occupy. In addition they have a long-term career hope in this school. They have no intention of moving to another school. This can also be understood because they feel quite with what is earned, especially the salary that can be from teaching in school.

With the implementation of supervision and morale of good teachers, the image of teacher performance of elementary school teachers in Banjarbaru is also good. This is particularly prominent in the aspects of good teacher responsibilities, classroom settings and good material preparation as well. Other aspects such as planned lessons learned and use of information to aid learning are also well implemented.

The results of this study are in line with the opinion of A. Tabrani Rusyan et al. (2000), which suggests that the performance of teachers is to carry out the learning process both in the classroom and outside the classroom in addition to doing other activities, such as working on school administration and administration of learning, carry out guidance and services to students, and conduct assessments. Supervision has given birth to the performance of teachers full of responsibility, teachers run the process of learning in the class well and pay attention to students. Similarly, morale becomes an influence factor on teacher performance such as opinion Siti Aisyah (2012). Based on the opinion of A. Tabrani Rusyan et al. (2000) still mentions other factors that may affect the performance of teachers such as school administration and other activities. Of course this reflects that the influence of supervision and morale of 76% which means there are factors other than both of them at 24%.

## 7. Conclusions

In this study, it is concluded that variables of supervision and moral implementation have a significant influence on the performance of teachers of elementary schools more so physical education teachers.



Supervision alone is of significant influence on teacher performance in elementary school mainly in the schools studied especially in Indonesia's South Kalimantan Province. The variable of moral spirit also revealed a significant influence on teacher performance in the region.

It is therefore concluded further that supervision for elementary school teacher in Indonesia needs to be improved more. There are still many aspects that need attention, such as direct observation, document checking, supervision through other parties and the use of supervision results to provide input to teachers. Thus it is expected to enlarge the role of supervision in improving the performance of elementary school teachers across the country. This advice is conveyed to the principal as a supervisor as well as a special supervisor.

Teachers in primary schools must strive to improve their working moral spirit. Although it was found good so far, there is much needed for better performance. They should further increase their involvement in all school activities in addition to learning, cooperation with other teachers, and improve working conditions. This can be achieved through the arrangement of workshops that can encourage better working spirit.

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